



COMPARATIVE STUDY OF QUALITY OF EDUCATION IN GOVERNMENT AND PRIVATE SCHOOLS IN CASE OF ADAMA CITY, ETHIOPIA, EAST AFRICA

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ABSTRACT

This study intended to look at the managerial approaches as well as suitability of learning resources and schools' physical infrastructures in Adama City Administration. It investigated how the directors, teachers, and student's parents perceived the academic performances of government and private primary schools. Mean, S, D, and t-test were used to determine the differences of the two establishments of the primary schools. A total of 155 papers were distributed to randomly selected Primary school Directors, Teachers, and Students' Parents involved in school management activities. 120 questionnaires were filled by those randomly selected respondents and returned. Of the total, 10 Directors, 80 Teachers, and 30 Students' Parents filled the questionnaires. This study used two major categories of measures – Managerial aspects and physical facilities to compare private and government schools. Independent sample t test was used to measure the extent of differences between the two measures. Further significant differences were revealed in the way parents, teachers and directors perceive the quality of education.

KEYWORDS: government Schools, Private School, Managerial aspects, Facilities / Physical Infrastructures and Adama City Administration.

I. INTRODUCTION

According to Muhammad Shabbir and et.al (2014), education which is a key in human capital formation maintains sustainable economic development and skilled manpower. Primary education is perceived as one of the main vehicle for promoting economic growth and improving living standards in developing countries when it is made involved with new knowledge and the appropriate technical training at primary level to improve the quality of education. Expanding access to primary schooling is a widely accepted priority in the fight against poverty (H. Alderman et.al. 2001 cited in Muhammad Shabbir and et.al)

Muhammad Shabbir and et.al (2014), added that the world has become more and more competitive now. The whole education system of the world rotates around academic achievements of the students. Parents desire for high level of achievements of their children in education.

These desires put a pressure on both public and private schools and make them competitive. The question is which sector is more effective and efficient in this competition, how and where?

II. OBJECTIVE OF THE STUDY

The aim study is to compare the overall performance of government versus private schools of Adama City Administration. The questionnaire, has been designed to give an inside view of principals, teachers and students' parents involved in the school management. Generous cooperation was secured from the respondents because of the declared objectives of the study, and reinforced by personal approach. Data obtained have been analyzed. Finally Summary, Conclusions and Recommendation have been made on the basis of the findings of the study.

With the general framework of this intention, the investigation is limited to the following hypothesis:

Hypothesis 1

Ho: There is no significant difference between government and Private schools in managerial aspects in Adama City Administration.

Hi: There is significant difference between government and private schools in managerial aspects in Adama City Administration.

Hypothesis 2

Ho: There is no significant difference between government and Private schools in Infrastructure/ Physical Facilities/ aspects in Adama City Administration.

Hi: There is significant difference between government and Private schools in Infrastructure/ Physical Facilities/ aspects in Adama City Administration.

III. REVIEW OF RELATED LITERATURE

General Consideration of School plant

Many features of current school designs are the result of curricular changes (Heald, 1968, p.281). Furthermore, Wahlquist, (1952, p.422), States that "determination of the educational program is basic to all else is school buildings must be designed to do an educational job". As it is indicated by other researchers, the existing problems of school plants are the inadequacies of spaces. Usually, such

problem is more prominent in private schools than in government schools. In this regard, Zaudenh Yimatu, (1971, p.20-21) States that "among all the things that detract from the usefulness and dignity of the private school is, school plant. The physical condition of most private schools is very depressing. Shabby buildings, lacking roofs, dark classrooms lack of water supply and absence of toilet facilities are some of the basic things that characterize those schools".

In most cases private schools may not pay much attention to the importance of sites and sizes of the school plant than the profit that they are intending to generate. But in mere fact school sites and sizes are an integral part of the school plant, and that can be made to serve educational purposes.

Besides, the needs being served any school plant should be placed as to receive good light conditions and large schools in-order to maintain higher academic achievements. In this remark, Chantavanich, (1990, p.90) states that Students attending large schools have higher achievement than those attending smaller schools since larger schools are at an advantages in-terms of having better teaching equipment, better facilities, and more highly qualified staff. In order to ensure competency and responsive individual, the school environment should deserve to have a school's quality. Nevertheless, in most cases government elementary school plants and facilities are found better compared to that of private schools.

Government role over private school.

Currently, in the Ethiopian context the government is responsible to monitor, inspect, supervisor give direction if found necessary the over-all performance of the school. Similar control over government schools is frequently conducted. Prior to the current government, in Ethiopia, proclamation No.54/1975 has made all private schools to become public schools. No central grant in aid or in a lump sum is given to the private schools in a form of motivation or higher academic achievements.

In the United States of America schools have always belonged ultimately to the American people, and it is the American people who have assigned to the public schools their most important tasks. School boards and other agencies are ultimately made the decisions about the directions in which the public schools will move. (Cremin, 1956, p.2101).

On the other hand, in the United Kingdom, the 1986 Education act gave greater power to parents to control the schools and the right to appoint and dismiss staff. The delegation of power to the governing body is intended to enhance the involvement of parents and the wider community (Davies, 1989, p.26).

Financing Private Schools

Private schools are used to facing many very pressing problems which grow out of the great variety of things that created by financial difficulties. Some writers' state that the larger part of private school budget comes from school fees. Hence, schools that have more number of pupils will get more money and can afford more staff, which intern helps to increase the number of clients.

In most cases every public school uses its own ways of collecting fees. In some private schools for instance, the community determines the types of resources to be employed in order to maintain educational standards and the amount of fees to

be collected. In this relation, Davies, (1989,p.67) states that Responsibility for school finances should be delegated to the school governing bodies, who must use these budgets to Maximum effect according to their own schools particular priorities and those identified by the communities they serve.

Generating Resources for private schools financing

In order to safeguard the financial viability of their schools, the community will need to develop the essence of the new client. As Salter, (1985, p.92) points out, "It is believed that the schools could not stay in business unless they remained sensitive to customer demands." Any income that can be raised though increased use of the premises will help to balance some of the school costs and in turn may benefit the educational work of the school. With regard to generating resources, Bray (1988, p.39) has identified 3 (three) methods of generating resources, resources from within, and outside the community, and resources generated by the schools themselves".

In many schools, social events are part of the project by which they can raise large amount of money. With this, profits would be made through the sale to parents and pupils of anything. With regard to "Resources from within the community", Bray, (1988,p.43-53) has listed down some methods of generating resources which includes "launching ceremonies, community Taxation, through parents-Teacher Association collection, through Alumni Association, grants from co-operatives, through provision of services and voluntary nature of contributions". He adds that "assistance from government, overseas churches, donations from local businessmen, and aid from foreign government", would also enable the schools to generate income.

In most instances, however, many schools could raise their own income through different types of production units, such as, through farms, building material production, metal or carpentry work. Complementing on this, Bray, (1988,p.54) states that "..... in Rwanda, on a small plot enabled eight-and nine -years-old pupils to grow potato worth the equivalent of us\$120 and used the profit- six times what the school received from the government". He adds that in Philippines, "production was made part of the broader curriculum and mechanism through which pupils could pay their fees". Hence public schools should secure their income through attracting their client.

Acquisition of Quality Education

As evidenced by the many studies in the area of education, the school is one of the greatest social institutions ever conceived by mankind. Its very existence and everything done can be justified only by the school through its principals and teachers. In other words no one can be as close to the real problems of the school as are the members of the organization.

Hence, the educational efficiency of a school system is the sum total of the efficiency of each of its members. Therefore, in order to achieve the quality desired, educating and reeducating or retraining the member of the school should be considered seriously. According to Zaudneh Yimatu, (1987, p.222) states "giving more education and training to organizational members of any level has resulted in better performing individuals. More educated organizational members tend to possess greater leadership qualities".

Most often schools are expected to produce quantitative evidences in the quality of education provided. The success of attaining quality education in schools will largely depend on the outcome of efforts to improve the supply and quality of teachers available for the schools.

Salter, (1985, p.230) says that, "in the schools the teacher force.... Is the major single determinate of the quality of education". In this case if it is to maintain and achieve public confidence, teachers education should be prepared to improve the quality of instruction in the school.

In this remark, Scohott, (1989,p.49)says that "It is apparent that even if priorities are established, the task of helping teachers to improve their professional competencies must be continued on the job through an in-service program that welds theory, research, and practice continuously and incrementally, rather than episodically".

Generally, in order to improve the quality of education, and make teachers competent enough, in-terms of their instructional skills and classroom management techniques, teachers should be given opportunity to acquire the necessary knowledge.

Chantavanich, (1990, p.117) states that, "the most factor influencing the operation of a school is its headmaster". Usually, the principal is expected to play a significant role in all staffing and organizational matters. Therefore, one of the significant characters of private school is to compete in a market place by which it is directed to development or directed to the closure of the school.

Davies, (1989, p.49) says, the head masters will need to market their schools vigorously. If school succeeds in attracting an increasing number of children, then the curriculum should be quite well resourced. If a school fails to recruit enough pupils, then it will lose a large part of its budget, which is based on pupils' numbers. If this continues for a number of years, the school is likely to close".

The principal as chief executive of the school has an important role to play in improving the standard of the school. Hence, he should have the accesses to further training which in turn enables him to execute his task effectively.

Initiating community participation in private school

In most cases community are more concerned about the nature and quality of education offered to their children than any other. Hence, many more community would play active part in educating their children if they are given tasks to do which are meaningful and feasible for them.

Levin, (1970, p.45) states that it will add new hands and minds to the task, from the parents and community at large. The participants will come to know the educational enterprise from their own experience rather than simply accepting its established goals and procedures as virtues as pronounced by its professional managers". Strong relation between the school and community may open the door to change of educational development.

Regarding community participation, cremin, (1956, p.212) advises that "All of you, for your own as well as for the sake of your future children, have a great personal stake in the public schools..... you must begin, if you haven't already done so, to think of the public schools as your schools. Think of them as belonging to you and to your neighbors.

If they are good schools, it is your credit; if they are poor it is your fault. The credit or blame for the quality of your public schools can never be passed off on to the other fellow. To repeat, the public schools are your schools."To survive, it requires faith in its usefulness from its clients (Goodlad, 1984, p.1). In any circumstance community participation is regarded as essential to learning-teaching process.

IV. THE PURPOSE OF THE STUDY

The tendency of sending children to private primary school looks like greater than ever. Even the low income family observed preferring to send their children to private schools. This study intends to investigate if managerial and a Facilities/Physical Infrastructure aspect is the factor for parents to prefer private schools or differences in over all performance of government and private primary schools.

The Main purpose of this study is to examine if there is significant differences the two schools (government and Private primary (5-8) schools in managerial aspects and learning facilities/physical infrastructures. Measures assumed could indicate satisfaction on managerial and school facilities or physical infrastructures were set to be measure of performance. Since I haven't come across studies conducted (comparison of government and private primary schools) particularly in Adama City Administration, motivated me to conduct this study.

V. RESEARCH METHODS

Data collecting tools

Data was collected using questionnaire. In-order to substantiate data collected using questionnaire, visit was made to all target primary schools and observation was also done to facilities and conditions of physical infrastructures of schools.

Sample Size

Of the total (155) questionnaires distributed, 120 were filled and returned as well as analyzed.60 respondents were randomly selected from government and 60 from private primary schools. Directors, Teachers and students' Parents involved in the sample size schools were taken as respondents of this study. This study does not consider differences that exist between the three (Directors, Teachers and Parents) respondents. The study is limited to government and private primary schools in Adama city Administration.

Method of data analysis

Data collected using a structured questionnaire was analyzed extensively. Descriptive analysis as well as hypothesis testing is done. An independent sample t test is applied to investigate and identify significant differences between the two measures of managerial aspects and physical facilities/infrastructure.

VI. DATA INTERPRETATION AND ANALYSIS

Table 1: Cronbach's Alpha

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .702 | 18 |

Source: own Computation

Cronbach's alpha is a measure used to assess the reliability or internal consistency of a set of scale or test items. A commonly accepted rule for describing internal consistency using Cronbach's alpha of 0.7 is considered acceptable. The calculated Cronbach's alpha is 0.702 which is just sufficient to justify reliability of scale.

Table 2: Comparison of managerial aspects between government and private schools

| Managerial aspects | | Government | | | Private | | | t | df | Sig. (2-tailed) |
|--------------------|---|------------|------|-------|---------|------|-------|-------|--------|-----------------|
| | | N | Mean | S.D | N | Mean | S.D | | | |
| 1 | Satisfaction with the governing body in discharging of duty | 60 | 2.82 | 1.097 | 60 | 2.47 | 1.171 | 1.690 | 117.50 | .094 |
| 2 | Satisfaction with reputation of the school | 60 | 2.83 | 1.368 | 60 | 2.75 | 1.284 | .344 | 117.53 | .731 |
| 3 | Satisfaction with the reputation of teaching profession | 60 | 2.77 | 1.332 | 60 | 2.83 | 1.278 | -.280 | 117.80 | .780 |
| 4 | Educational standard of school is satisfactory | 60 | 3.22 | 1.404 | 60 | 3.32 | 1.420 | -.388 | 117.99 | .699 |
| 5 | Satisfaction with school administration and management | 60 | 2.87 | 1.171 | 60 | 2.97 | 1.377 | -.428 | 115.02 | .669 |
| 6 | Teachers perform well | 60 | 3.22 | 1.010 | 60 | 2.93 | 1.300 | 1.333 | 111.20 | .185 |
| 7 | Satisfaction with student result | 60 | 3.02 | 1.097 | 60 | 2.43 | 1.212 | 2.764 | 116.84 | .001 |
| 8 | Satisfaction with medium of instruction | 60 | 2.88 | 1.329 | 60 | 2.20 | 1.338 | 2.807 | 117.99 | .002 |
| 9 | Satisfaction with teacher parent meeting | 60 | 2.85 | 1.071 | 60 | 2.78 | 1.439 | .288 | 109.00 | .774 |

Source: Primary Data

H1₀. States that there is no difference between government and private schools in managerial aspects.

Table 2 reveals that there is statistically significant difference in item number 7 and 8 as t values are significant at $\alpha=0.05$ while in the remaining items there is no statistically significant difference between government and private schools. Thus it is observed that student result and medium of instruction of government school is better than private school.

Table 2: Comparison of managerial aspects between government and private schools

| Managerial aspects | | Government | | | Private | | | t | df | Sig. (2-tailed) |
|--------------------|---|------------|------|-------|---------|------|-------|-------|--------|-----------------|
| | | N | Mean | S.D | N | Mean | S.D | | | |
| 1 | Satisfaction with the governing body in discharging of duty | 60 | 2.82 | 1.097 | 60 | 2.47 | 1.171 | 1.690 | 117.50 | .094 |
| 2 | Satisfaction with reputation of the school | 60 | 2.83 | 1.368 | 60 | 2.75 | 1.284 | .344 | 117.53 | .731 |
| 3 | Satisfaction with the reputation of teaching profession | 60 | 2.77 | 1.332 | 60 | 2.83 | 1.278 | -.280 | 117.80 | .780 |
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| 5 | Satisfaction with school administration and management | 60 | 2.87 | 1.171 | 60 | 2.97 | 1.377 | -.428 | 115.02 | .669 |
| 6 | Teachers perform well | 60 | 3.22 | 1.010 | 60 | 2.93 | 1.300 | 1.333 | 111.20 | .185 |
| 7 | Satisfaction with student result | 60 | 3.02 | 1.097 | 60 | 2.43 | 1.212 | 2.764 | 116.84 | .001 |
| 8 | Satisfaction with medium of instruction | 60 | 2.88 | 1.329 | 60 | 2.20 | 1.338 | 2.807 | 117.99 | .002 |
| 9 | Satisfaction with teacher parent meeting | 60 | 2.85 | 1.071 | 60 | 2.78 | 1.439 | .288 | 109.00 | .774 |

Source: Primary Data

H1₀. States that there is no difference between government and private schools in managerial aspects.

Table 2 reveals that there is statistically significant difference in item number 7 and 8 as t values are significant at $\alpha=0.05$ while in the remaining items there is no statistically significant difference between government and private schools. Thus it is observed that student result and medium of instruction of government school is better than private school.

Table 3: Comparison of Facilities/Physical Infrastructure between government and private schools

| Facilities/ Infrastructure | | Government | | | Private | | | t | df | Sig. (2-tailed) |
|----------------------------|--|------------|------|-------|---------|------|-------|--------|--------|-----------------|
| | | N | Mean | S.D | N | Mean | S.D | | | |
| 1 | School standard regarding building and neatness | 60 | 2.02 | 1.589 | 60 | 1.62 | 1.195 | 1.559 | 109.54 | .122 |
| 2 | Satisfaction with school facilities like electricity light fan etc | 60 | 2.50 | 1.479 | 60 | 2.63 | 1.473 | -.495 | 117.99 | .622 |
| 3 | Satisfaction with furniture availability | 60 | 3.05 | 1.199 | 60 | 3.85 | 1.351 | -3.431 | 116.36 | .001 |
| 4 | Satisfaction with the governing body in discharging of duty | 60 | 3.43 | 1.370 | 60 | 3.40 | 1.639 | -.172 | 114.41 | .904 |
| 5 | Satisfaction with number of class rooms | 60 | 3.25 | 1.547 | 60 | 3.30 | 1.629 | .121 | 117.68 | .863 |
| 6 | Satisfaction with drinking water, wash room etc | 60 | 2.80 | 1.505 | 60 | 2.18 | 1.444 | -.581 | 117.82 | .032 |
| 7 | Satisfaction with availability of black board, white board and audio visual facilities | 60 | 2.77 | 1.500 | 60 | 2.97 | 1.636 | 2.170 | 117.18 | .563 |
| 8 | Satisfaction with availability with computer lab and library | 60 | 1.97 | 1.667 | 60 | 1.10 | .543 | 3.829 | 71.38 | .000 |
| 9 | Satisfaction with availability of playground | 60 | 2.80 | 1.459 | 60 | 3.33 | 1.674 | 1.860 | 115.83 | .065 |

Source: Primary Data

H2₀. States that there is no difference between government and private schools in Infrastructure/physical facilities.

Table 3 reveals that there is statistically significant difference in item number 3, 6 and 8 as t values are significant at $\alpha=0.05$ while in the remaining items there is no statistically significant difference between government and private schools. This shows that private schools are better in availability of furniture than the government school. While government schools are observed better in availability of drinking water and wash rooms. Further government schools are well equipped with computer lab and library than private school.

VII. CONCLUSION

Managerial aspects and physical infrastructures/learning facilities are significant in determining the academic performances of schools. According to Murphy (2008), Educational environment and school in terms of organizational structure, administrative communication, management supervision and behavior of groups within the academic matrix affects the performance of the educational and teach-

ing process.

This study provides significant indication on whether government or private schools are preferred. Undoubtedly, both government and private schools are encountering with numerous and complex challenges. Despite these challenges, both seem achieving better performance. Nevertheless, still there are number of managerial aspects and facilities/infrastructure issues to be improved as to attract number of students. Private schools which entirely rely on tuition fees are expected to work-hard than ever to improve their school environments in-order to attract more number of students. Private schools seem to be supported by the government in-terms of managerial, material aspects and with teaching manpower since the service provided by this sector are equally important to the nation. Further, it also realized that private school pays attention to their profits than quality of education. Hence, in this regard government intervention is highly significant to ensure the quality of education offered in private schools.

VIII. RECOMMENDATION

According to Z. Nasir and H. Nazli(2010), in Muhammad Shabbir and et.al (2014), Education is a key in human capital formation. He adds that Quality of

human resources depends upon the quality of education of a country while sustainable economic development needs skilled manpower which is raised through productivity and efficiency of individuals that is only possible through education. Similarly, D. Suryadarma et al. (2006), in Muhammad Shabbir and et.al (2014), indicated that Primary education is perceived as one of the main vehicle for promoting economic growth and improving living standards in developing countries.

As it is evident from different research findings the primary school is the fundamental unit of the school system which serves large portions of the total population of any nation. Therefore, attention given to the primary school teaching and maintaining quality is fundamental for the generation to come and building a nation. For efficient operation and quality education achievement, the following alternatives are recommended.

The idea of privatization of schools should be encouraged. In other words, if individuals or a group wants to establish private schools should be allowed without any imposed preconditions.

1. Schools governing body has to be autonomous to discharge their duties of both primary schools.
2. Educational standard of the schools has to be to the standard as to attract more students. .
3. Management system has to be to the level of communities demand.
4. Since students' academic achievement depends on the efficiency of teaching staff, teachers have to be given the necessary attention as to maintain quality of education and make the schools significant.
5. Community participation should not be limited to only as a client or in an advisory role but it should be encouraged to participate as a decision maker together with other professionals in planning and operating the school.
6. Teaching facilities and physical infrastructure should be enabling to create convenient environment for teaching –learning process as to attract more students.

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